



Week 3 Assignment:

Overview

The purpose of the assignment this week is to investigate the planning process for developing student-centered learning activities with technology. From the readings and video clips, you will learn about the questions and instructional elements that drive the planning process for teaching using technology. Also, each of you will create a Universal Design for Learning (UDL) lesson using the CAST Lesson Builder, check your lesson for UDL principles, and experiment with the UDL Book Builder. Additionally, you will collaborate with your learning team in the Google docs area to complete your team plan to solve the scenario-based, group project. Then one team member will load the team plan to the Google site.

Every week during this course you will update your personal eportfolio wiki. For this course, you will use the personal wiki that you created in EDLD 5306. You will update your wiki eportfolio once you've completed all of the readings, videos, and discussions associated with each week's lesson.

Rubric

Task(s)	Accomplished	Proficient	Needs Improvement	Unacceptable
Assignment Week 3 - Part 1 Extends personal wiki eportfolio to include knowledge learned about the Week 3 topics.	1. Proofread carefully (no errors) before posting and followed the rules of netiquette: http://www.albion.com/netiquette/orerules.html . 2. Wiki eportfolio update demonstrates excellence in effort, research, and creativity. 3. Wiki eportfolio posting reflects an in-depth,	1. 1 to 2 minimal errors. 2. Wiki eportfolio update demonstrates effort, research, and creativity. 3. Wiki eportfolio posting reflects a minimum of 1 in-depth paragraph. 4. Student sent the wiki link to the instructional associate for review. (max. 8 pts.)	1. Numerous errors. 2. Little evidence of an eportfolio update. 3. Little effort, little research, and/or little creativity. 4. Wiki eportfolio posting reflects less than a paragraph and content is not aligned with the week's topics. 5. Student sent the	1. Incomplete. 2. Late with completion. 3. General failure to follow expectations in the accomplished category. (0 pts.)

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	<p>substantive one-two paragraph update.</p> <p>4. Student sent the wiki link to the instructional associate for review.</p> <p>(max. 10 pts.)</p>		<p>wiki link to the instructional associate for review.</p> <p>(max. 6 pts.)</p>	
<p>Assignment Week 3 – Part 2</p> <p>Completed each portion on the UDL Lesson Template</p> <p>-Lesson Overview</p> <p>-Goals</p> <p>-Methods</p> <p>-Assessment</p> <p>-Materials (ULD Template in Resources area or online http://lessonbuilder.cast.org)</p>	<p>1.UDL Lesson Template used.</p> <p>2. All components and subcomponents are thoroughly described.</p> <p>3.Appropriate use of grammar, spelling, etc., with no errors</p> <p>(max. 10 pts.)</p>	<p>1.UDL Lesson Template used.</p> <p>2. Components and subcomponents are described.</p> <p>3. Appropriate use of grammar, spelling, etc., with minimal errors</p> <p>(max. 8 pts.)</p>	<p>1.UDL Lesson Template not utilized or the content incomplete.</p> <p>2.Components and subcomponents are missing.</p> <p>3.Flagrant errors in grammar, spelling, etc.</p> <p>4. Late assignment</p> <p>(max. 6 pts.)</p>	<p>1.General failure to follow expectations outlined in the Accomplished column of this rubric.</p> <p>(0 pts.)</p>
<p>UDL networks are addressed within the lesson activities</p>	<p>1.Each of the 3 UDL networks are addressed through an activity, assessment, or some accommodation description within the lesson.</p> <p>2.Each network activity is labeled to identify the type of activity/</p>	<p>1.A minimum of 2 networks are addressed through an activity, assessment, or some accommodation description within the lesson.</p> <p>2.Each network activity is labeled to identify the type of activity/ accommodation</p>	<p>1. Little evidence addressing the 3 UDL networks through an activity, assessment, or some accommodation description within the lesson. (Recognition network, Strategic network, Affective</p>	<p>1.Incomplete.</p> <p>2.Late with completion.</p> <p>3. General failure to follow expectations outlined in the Accomplished column of this rubric.</p> <p>(0 pts.)</p>

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	accommodation (Recognition network, Strategic network, Affective network) (max. 10 pts.)	(Recognition network, Strategic network, Affective network) (max. 8 pts.)	network). 2. Generally, little effort exhibited. (max. 6 pts)	
Lesson checked for UDL principles. Personal reflection and lesson included on personal wiki eportfolio site.	1. Shares personal reflection about the UDL lesson and the principles it includes using a minimum of 150 words. Lesson and reflection stored on personal eportfolio site. 2. Appropriate use of APA references, grammar, spelling. 3. Lesson and reflection are evident on personal 3. Wiki eportfolio link submitted in course. (max. 5 pts.)	1. Shares personal reflection about the UDL lesson and the principles it includes using a minimum of 150 words. Lesson and reflection stored on personal eportfolio site. 2. Spelling, grammar errors, or no references. 3. Wiki eportfolio link submitted in course. (max. 3 pts.)	1. Minimal reflection content, no lesson stored on personal site. 2. Many spelling, grammar, or reference errors. 3. Wiki eportfolio link incorrect. (max. 1 pt.)	1. Inadequate content or failure to submit content. 2. Flagrant spelling, grammar, or references errors. 3. General failure to follow expectations outlined in the “Accomplished” column of this rubric. (0 pts.)
Lesson is loaded to the group Google site and the lesson title and Google link is sent to the instructional associate.	1. Individual lesson is loaded to the group Google site. 2. Appropriate use of APA references, grammar, spelling. 3. Link to Google site submitted in course.	1. Individual lesson is loaded to the group Google site. 2. Some errors in APA references, grammar, spelling. 3. Link to Google site submitted in course. (max. 3 pts.)	1. Minimal content loaded to site. 2. Many spelling, grammar, or reference errors. 3. Wiki eportfolio link incorrect. (max. 1 pt.)	1. Inadequate content or failure to submit content. 2. Flagrant spelling, grammar, or references errors. 3. General failure to follow expectations outlined in the “Accomplished” column of this rubric. (0 pts.)

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	(max. 5 pts.)			
Assignment Week 3 - Part 3 Created sample electronic book (At least 3 pages)	1.A book sample was successfully created with a minimum of 3 pages. 2. Clearly defined who created the sample. 3.The book was shared with your learning team members, the instructional associate, professor(s). 4. The link is included in your team Google site and your personal wiki eportfolio. (max. 15 pts.)	1.Book sample with 2 pages. 2. Unclear who created the sample. 3.Sample not shared with with team members, instructional associate, or professor(s). 4. Link not included on team Google site or personal wiki eportfolio. (max. 8 pts.)	1. Limited sample. 2. Unclear who created the sample. 3. Sample ebook link not shared appropriately. 4. Link not included on team Google site or personal wiki eportfolio. (max. 3 pts.)	1.Inadequate content or failure to submit content. 2. Unclear who created the sample. 3.General failure to follow expectations outlined in the “Accomplished” column of this rubric. 4. Link not included on team Google site or personal wiki eportfolio. (0 pts.)
Team Google Site Reflection	1.A team reflection was added to the team Google site regarding the electronic book creation, sharing with others, and its use as a way to teach with technology to meet individual student needs. The reflection should include a minimum of 150 words with references to content learned in the week’s activities. 2. There should	1.Team reflection is missing 1 of the components; little reference to content learned in the course. 2. Unclear who contributed each part to the reflection. 3.Reflection not shared with with team members, instructional associate, or professor(s). (max. 8 pts.)	1. Team reflection is missing more than 1 component; no reference to content learned in the course. 2. Unclear who contributed each part to the reflection. 3. Reflection not shared with team members, instructional associate, or professor(s) (max. 3 pts.)	1.No team reflection included at the team Google site. 2.Late with completion. 3. General failure to follow expectations outlined in the “Acceptable” column of this rubric. (0 pts.)

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	<p>be evidence of each team member's participation.</p> <p>3. Google site link submitted to the academic coach.</p> <p>(max. 15 pts)</p>			
<p>Assignment Week 3 - Part 4 Team Scenario Action Plan and Google doc</p>	<p>1. Evidence each team member has contributed to the solution plan created in a shared Google doc.</p> <p>2. Team Google doc link sent to the instructional associate, shared with team members, and professor(s).</p> <p>3. Action plan should include evidence of the following components:</p> <p>-Design of the integration/intervention program:</p> <p>What grade level and content area(s) will you address to meet the unique needs of 30 students?</p> <p>-Implementation of the integration/intervention program:</p> <p>What will the</p>	<p>1. Incomplete team member participation.</p> <p>2. Incorrect link not appropriately shared with the team members, instructional associate or professor(s).</p> <p>3. Missing 1 of components listed in the acceptable column.</p> <p>(max. 30 pts.)</p>	<p>1. Incomplete team member participation.</p> <p>2. Link to Google doc not working and/or not shared.</p> <p>3. Missing more than 1 component listed in the acceptable column.</p> <p>(max. 10 pts.)</p>	<p>1. Incomplete team member participation, late, or failure to submit content.</p> <p>2. Link to Google doc not working and/or not shared.</p> <p>3. General failure to follow expectations outlined in the "Acceptable" column of this rubric.</p> <p>(0 pts.)</p>

	<p>learning activities/units look like?</p> <p>How will you model examples for the teacher?</p> <p>What 21st Century trends will you include in the program?</p> <p>How will you meet individual differences?</p> <p>Specifically, address the following: Gifted and talented, online users, disabled, blind, hearing impaired, and multiple achievement levels.</p> <p>-Assessment of the integration/ intervention program:</p> <p>How will you assess the effectiveness of the learning activities?</p> <p>How will you know when the teacher has an understanding of how to teach with technology to benefit student learning?</p> <p>(max. 50 pts.)</p>			
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Assignment Week 3 - Part 1 Instructions

After completing this week's readings, videos, and discussion, update your personal wiki eportfolio to include knowledge learned in Week 3.

Once you've updated your personal wiki eportfolio, submit the information by copying and pasting your post in the box below.

This assignment is due no later than 11:59 p.m. on the seventh day of Week 3 of this course.

Assignment Week 3 - Part 1 Submission Content

Your Wiki ePortfolio URL	http://lmknight.wikispaces.com/EDLD_5364_Teaching_With_Tech direct link to week three
Time and Date of Your Update	March 12, 2011 at 9:25 pm
A Copy of Your Wiki ePortfolio Posts (Copy and paste from your wiki eportfolio)	<p>Week 3 Reflection</p> <p><i>Video reflection:</i></p> <p>The Digital Generation Project Overview video from Edutopia shows the teacher at a chalkboard and students not interested. The teacher throws chalk and instead of the chalk falling down, digital devices reach students. Viewer sees years pass. The next part shows teachers at interactive board. We see how students live in a media rich environment. States that technology is more than tool but an essential part of students' life. We need to find ways of engagement through self-directed learning, creativity, and empowerment.</p> <p>The Digital Youth Portrait: Luis video from Edutopia highlights Luis who is 18 years old and in 12th grade. He starts his day at 5:30 where he uses his computer to check email before a quick breakfast. He leaves at 7:20 to drop his brother at school, and then he goes to school where he takes 4 AP classes. Once he gets home, he checks email, social networking Facebook, chat with friends, while writing papers he chats with friends, he is on YouTube to upload his own content, eats dinner, etc. The scene juxtaposes with his parents whose only use of technology is the ATM. Luis helps his mother do online banking and helps her find her soap operas on YouTube. Luis is a member of Techwizards where he helps youth in science, engineering, and math. Each group creates a</p>

project, music video, or news of the area. I appreciated how the high school students then helped the elementary students with robots.

The Digital Youth Project: Cameron video from Edutopia displayed the video talents of an 11-year-old boy. You can instantly tell his love of technology. He is in sixth grade and already loves to make movies. His normal day starts at 5:30 so he can begin his day creating movies. His father commented that Cameron is self-motivated. He takes his passion in hockey and creates instructional videos for others. He even created his own green screen to add an additional element to his videos. Cameron often edits his videos on his commutes to hockey practice and games. Cameron creates videos of difficult concepts at school and often his teachers will utilize these student made videos to reinforce concepts. Cameron also helps create the school announcements. I appreciated how the teacher said, "Don't be afraid to let the kids come up and create assignments." The teachers saw the students as great resources instead of always feeling like the adult needed to have all the answers. Kids will work harder if you let them use their own strengths. The teachers allow the students to tutor the teachers. I appreciated how the teachers did not feel threatened to ask questions of the students. Another teacher said, "Get out of their way and let them learn. Just give them the tools."

The Kansas Technology Rich Classroom Partnership video highlighted a specific technology integration environment program. This 21st century learning environment utilized technology with ongoing professional development with real world learning opportunities to increase student achievement. The project team had three to six teachers with a part time technology facilitator. I was not sure if the technology facilitator was a technology integrator or a technology person who fixes or troubleshoots technology issues. I appreciated when it was stated, "Students struggle as traditional students but shine during technology program." In addition, the Kansas project included that the students' minds are the ones that should be working and not just the teachers.

The Top 10 Tips video, retrieved from YouTube, was a summary of favorite sites to use in education. The tips were to use video streaming such as YouTube, use music since teenagers are fanatical about music. The following tip was use teleconferencing tools such as Skype with other countries. The next tip was to create interactive exercises since the teacher knows the students better. Use interactive white boards since it will motivate the teacher and the pupils. Create your own podcast or video podcast with garage band or audacity. Start a blog or wiki since it is a fantastic way to display work and achievements. Utilize social networks to allow closed group communication. Use internet tools since there is a wealth of tools (web 2.0) like Voki and Animoto. The final tip was to make the most of pupils' gadgets (i.e. devices) such as iPods and Smartphones. My favorite part of the entire video was at the end when it stated use technology when it helps the teacher achieve lesson objectives

Video:

Edutopia.org(nd). *Welcome to the digital generation*. [Web]. Retrieved on Mar. 9, 2011 from

<http://www.edutopia.org/digital-generation-project-overview-video>

Edutopia.org(nd). *Digital youth portrait: Luis*. [Web]. Retrieved on Mar. 9, 2011 from

<http://www.edutopia.org/digital-generation-profile-luis-video>

Edutopia.org(nd). *Digital youth portrait: Cameron*. [Web]. Retrieved on Mar. 9, 2011 from

<http://www.edutopia.org/digital-generation-profile-cameron-video>

SchoolTube.com. *Kansas technology rich classrooms - Partnership for 21st century learning Summit video*. [Web]. Retrieved on Mar. 9, 2011 from

<http://www.schooltube.com/video/473dd0fbf0fb48a69b2a/Kansas-Technology-Rich-Classrooms-Partnership-for-21st-Century-Learning-Summit-Video>

Boxoftricks.net(nd). *Top 10 tips for using technology in the classroom*.

Retrieved from youtube.com on Mar. 9, 2011 from

<http://www.youtube.com/watch?v=xiisteObuhk>

Readings Reflection:

While reading *Using Technology with Classroom Instruction that Works* my brain kept thinking of different ways to get to the same outcomes. In the section on data collection tools, I wanted to tell the authors they could utilize Google forms for many types of questioning without the expense of eInstruction's response systems. Under web resources, I wanted to let share the multitude of interactive online software that is available to our children where they can play "against" another person. Such sites as Tutpup and Archademic Skill Builders are just a few examples. "Communication software, such as blogs, wikis, e-mail, instant messaging, and video conferencing, can provide timely, interactive, and criterion-based classroom application" (Pitler, Hubbell, Kuhn, & Malenoski 2007). I agree with the authors that communication software is beneficial for our children.

As we learned from creating the UDL this week, an important aspect of lesson creation are goals. "As long as learning goals are carefully specified, we can provide this flexibility while still preserving the points of resistance necessary to learning" (Pitler, Hubbell, Kuhn, & Malenoski 2007). When I utilize blogs, I ensure the students have goals within their writing. I often have specified criteria for their posts, which help to generate thought and keep them on task. Students are similar to us; we need to have rubrics to understand the expectations but are not stifled with our creativity.

Media literacy is an important aspect of teachers' curriculum, especially those

who utilize research with their students. "Educators have been talking about and working to teach media literacy since the first motion pictures entered the classroom" (Solomon & Schrum, 2007). Before we can teach our children media literacy, our teachers need to understand media literacy. Too often teachers have a flawed understanding themselves. I led a book study with my campus last year on this topic. We utilized *Web literacy for educators* (November, 2008). I highly recommend this book as a guide to specifics of web literacy that effect education. The teachers expressed their appreciation of the information covered in this book. After we completed the book study, I saw teachers feeling comfortable teaching lessons on media literacy.

As we learned from creating the UDL this week, an important aspect of lesson creation are the goals. "As long as learning goals are carefully specified, we can provide this flexibility while still preserving the points of resistance necessary to learning"(Rose & Meyer 2002). When I utilize blogs, I ensure the students have goals within their writing. I often have specified criteria for their posts, which help to generate thought and keep them on task. Students are similar to us; we need to have rubrics to understand the expectations but are not stifled with our creativity.

Solomon, G., & Schrum, L. (2007). *Web 2.0: New Tools, New Schools*. Eugene, OR: International Society for Technology in Education.

November, A. (2008). *Web literacy for educators*. Thousand Oaks, CA: Corwin Press.

Center for Applied Special Technology, (2009). <http://www.cast.org/index.html>

Center for Applied Special Technology, (2009). *Model UDL Lessons*.

<http://udlselfcheck.cast.org/>

Pitler, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). *Using Technology with Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Rose, D., & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development. Available online at the Center for Applied Special Technology web site, <http://www.cast.org/teachingeverystudent/ideas/tes/>

UDL Lesson (lesson embedded on wiki)

[Link to Lesson](#)

Lesson Reflection

I create lessons on a daily basis for the teachers on my campus. It was difficult at first to utilize the UDL(CAST, 2005) since it is redundant in the lesson fields. I appreciated how it helped me to ensure I was specific in wording. I am appreciative of the lesson rubric or I would have forgotten to include the three networks. If the UDL wants those networks addressed, as it discusses on the CAST site, the UDL needs to have the networks listed on the actual lesson creation tool.

My team decided to pool our UDL lessons to help with the group lesson. Since I was the team leader, I assigned different TEKS for each member to utilize for their lessons. A couple of my team members did not recognize the importance, at first, of finding the necessary TEKS to cover first. I think they preferred creating a lesson then finding the TEKS that happened to teach. As an integration specialist on my campus, I know that starting with the objective is essential to successful implementation of technology. The team members appreciated that as a focus.

CAST. (2005). *CAST UDL lesson builder*. Retrieved from <http://lessonbuilder.cast.org/>

Book Builder

URL:

<http://bookbuilder.cast.org/view.php?op=share&book=b065ea18db72f123da77be4a83b2b705&sid=3990>

Book Builder reflection

While working on the e-book using the Book Builder (CAST, 2006), I enjoyed seeing the different layouts and finding the one that would benefit the book I wrote. The aesthetics of the book will benefit students who are visual learners including our deaf student. I appreciated having a glossary tool for important words and the "coaches" who read orally specific parts. Reading aloud specific areas is an excellent way to reach auditory learners, which includes our student who is blind. Having an e-book that is rich in graphics helps our visual learners, also.

I can see utilizing the book builder to have students create tutorials for each other. If there is an area where several students feel especially comfortable, they can create the e-book for that lesson/concept. This would be a great way for the students to take ownership of their learning, take pride in their learning, and help the teacher generate a repertoire of resources.

CAST . (2006). *CAST UDL book builder*. Retrieved from <http://bookbuilder.cast.org/>

Assignment Week 3 - Part 2 Instructions

Create a Learning Unit

The purpose of the Part 2 assignment this week is to investigate the planning process for developing student-centered learning activities with technology. Each of you will create a Universal Design for Learning (UDL) lesson using the CAST Lesson Builder and check your lesson for UDL principles.

You can use the CAST Lesson Builder at <http://lessonbuilder.cast.org/> or you can view the PDF template in the Resources area of the course as a guide. Once you have completed the lesson, you will write a wiki eportfolio entry about the experience in your own eportfolio and upload the lesson to your team Google site and your own eportfolio.

When you go to the site, you will need to follow these steps:

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1. Create an account with a login and password at the Lesson Builder Web site, located at <http://lessonbuilder.cast.org/>.
2. Click on Number 1 with the words “Learn About Universal Design for Learning (UDL).” Read about UDL, watch a video, and/or try a fun activity.
3. Click on “Home.” Then click on Number 2 with the words “Explore Model UDL Lesson Plans.” As you peruse the lesson plans, pay particular attention to the types of UDL connections identified. You will notice there are specific activities and instructional strategies embedded in the lesson to meet individual differences related to the three main networks: recognition, strategic, and affective. Take note of the various ways technology is used within the lessons and consider how you might be able to incorporate a variety of technology tools to meet student needs. Each of your learning team members will create a UDL lesson to meet the needs of the students in your scenario-based, group project. Some of the activities within the various UDL lessons housed at the lesson builder site might provide your team suggestions for ways to accommodate students within your group project. As you collaborate and create your group plan, share your ideas about what types of activities you think should be included in your solution.
4. Click on “Home.” Then click on Number 3 with the words “Create, Save, and Edit My Own UDL Lesson Plans.” At this location, you have an option to use the site to create your UDL Lesson Plan online. However, since you need the lesson as an example to add to your group Google site, you will need to use the lesson plan Word document located in the Resources folder entitled UDL Lesson Builder.
5. Create your UDL Lesson using the UDL Lesson Builder template housed in the Resources folder. The rubric for this portion of the assignment is listed below. Once you have completed your lesson, add the file to your group Google site. Next, write a reflection about the UDL lesson and its UDL principles to your Blog site. You can use the CAST UDL Curriculum Self-Check Web site to assist you: <http://udlselfcheck.cast.org/> Then send both the link to your wiki eportfolio and your Google site to your instructional associate. Be sure to let your IA know the name of your lesson since the rest of your team members will also be housing lessons in the same Google site location.

Each individual on the team will need to submit the content below to your IA via Epic Assignments. If you have questions, please contact your IA.

Assignment Week 3- Part 2 Submission Content

Your UDL Lesson created in the CAST Lesson Builder and stored in the team Google site.	Lesson at this link And also http://www.scribd.com/doc/50651726/UDL-Geography-regions
The title of your	Regions

UDL Lesson	
Your eportfolio URL with reflection and lesson.	http://lmknight.wikispaces.com/EDLD_5364_Teaching_With_Tech direct link under week 3
Time and date of completion	March 12, 2011 at 9:38 pm

Assignment Week 3 - Part 3 Instructions

Experiment With UDL Book Builder

The purpose of this assignment is to investigate the planning process for developing student-centered learning activities with technology.

You will experiment with the UDL Book Builder site at <http://bookbuilder.cast.org/>. Since you've already created a login and password for another portion of the CAST Web site, you should not have to create another specifically for the UDL Book Builder.

You will create your own book using the software and reflect on the process through your team's Google Docs site.

Once you are at the site, <http://bookbuilder.cast.org>, follow these steps to experiment with the Book Builder:

1. You should already have a login and password for another portion of the CAST Web site. So use that username and password to access the UDL Book Builder.
2. Click the words "Model Books." Peruse several electronic books to get a feel for the variety of techniques that can be used to support UDL concepts.
3. Next, click on the words "Tips and Resources." Take a look at the ideas and suggestions offered to guide you through making decisions about selecting a subject, genre, audience, etc. Jot down some of the concepts that might help you as you create your own sample electronic book.
4. Once you have some ideas about the content of what you would like to include in an electronic book, then work through the process of creating one. You will begin by clicking on the words, "Create and Edit My Books." Then click on "Start a New Book." Follow the screen prompts and create a sample electronic book that is at least three pages long.
5. Once you have created a sample, then share your electronic book with your learning team members, the instructional associate, and professor(s). The "share" feature is located on the "Create and Edit My Books" page in the column of the chart entitled "Book Information." You simply click on the word "share" and invite others to view your electronic book. You will need their e-mail addresses to share the book.

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6. Last, add a team reflection to your team's Google site about the process of creating an electronic book and the way(s) it could be used to teach with technology to meet individual student needs. Send the Google site reflection link, and the link to the sample book, to your instructional associate no later than 11:59 p.m. on the seventh day of Week 3.

Assignment Week 3- Part 3 Submission Content

Your UDL Book Builder URL placed on your wiki ePortfolio AND the team Google site.	Book Builder link Wiki: http://lmknight.wikispaces.com/EDLD_5364_Teaching_With_Tech specific link to week 3 of my Wikispaces Google site: http://sites.google.com/site/projecttechnologytools/
Your team reflection URL	Reflections Link
Time and date of completion	March 8, 2011 at 9:00 pm

Assignment Week 3 - Part 4 Instructions

Group Project - Finalize Action Plan

The purpose of the assignment is to investigate the planning process for developing student-centered learning activities with technology. You will collaborate with your learning team in the Google docs area to complete your team plan to solve the scenario-based, group project. Then, the team leader will upload the team plan to the Google team site.

As you make your recommendations for a solution to the scenario, remember to keep in mind the four basic questions discussed in the Week 3 readings:

- What will students learn?
- Which strategies will provide evidence of student learning?
- Which strategies will help students acquire and integrate learning?
- Which strategies will help students practice, review, and apply learning?

Also, when planning for successful teaching with technology lessons as ideas for the scenario, it is extremely important that you clearly identify and state the content standards, benchmarks, or indicators that students must learn. Then, find the technology standards and indicators that complement the content standards.

You can locate the National Educational Technology standards at the ISTE website:
<http://www.iste.org/AM/Template.cfm?Section=NETS>.

As you make decisions about which strategies to include as solutions for the scenario, you

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might want to review the type of instructional strategies that could provide feedback and evidence of student learning. Ask yourself this question, “How will students demonstrate their learning?” If there are presentations, the strategies should clearly delineate whether the project/presentation is representative of an individual, pair, or group’s work. Rubrics could delineate the responsibilities.

After the team reaches a consensus and the plan is completed, one group member will need to take responsibility for loading it onto the team shared Google site you previously created in Week 1 or 2.

If you need to review the scenario, you can access it in the Resources folder or online at the Google site: <http://sites.google.com/site/luteachingwithtechnology/>.

Also, if you need a Google site as a sample to get an idea of how to design yours, then you can view the simple one we created at: <http://sites.google.com/site/luteachingwithtechnology/home>.

Your team is welcome to be as creative as you like with this project. You are encouraged to incorporate video, blogs, wikis, and documents to share examples of how your team would provide a solution for the scenario.

Assignment Week 3- Part 4 Submission Content

Your team Google doc action plan URL	Action Plan URL
Your team Google URL	Google Site: http://sites.google.com/site/projecttechnologytools/ Google Doc: http://tinyurl.com/EDLD-5364-Group-Project
Time and date of completion	March 13, 10 pm